

# **SC<sup>2</sup>**

## **South Carolina – Self Control Addressing Bullying In Our Schools**

A Bullying Prevention Model

Produced by ITV  
SC Department of Education

Dr. Sue Smith-Rex  
SC<sup>2</sup> Instructor, Educator and Author

This packet is designed to supplement the video series produced by ITV entitled SC<sup>2</sup> (South Carolina—Self Control). Go to **[www.itv.myetv.org/bullying](http://www.itv.myetv.org/bullying)** for information on downloading and printing.

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### **A Bullying Prevention Model**

An instructional television series  
produced by  
Instructional Television,  
South Carolina Department of Education  
With South Carolina ETV

***(Equal Opportunity Employers)***

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# **SC<sup>2</sup> South Carolina – Self Control**

## **A Bullying Prevention Model Provided by ITV and ETV**

Developed to assist schools in meeting requirements of the **Safe School Climate Act**, the SC<sup>2</sup> model consists of three levels. These are outlined in the seven video programs, which vary in length between @ 10-30 minutes each. The online packet of information that guides educators on how to facilitate the model with students is essential to effective use.

- Provided as a FREE video-based professional development resource for South Carolina districts and schools.
- Developed in collaboration with the State Department of Education's Guidance Services, this series of instructional television programs was produced by ITV with the State Department of Education in partnership with ETV to provide South Carolina schools with an effective way to meet the requirements of the **Safe School Climate Act**, which was passed by the Legislature and went into effect January of 2007.
- Dr. Sue Smith-Rex, educator and author, developed the content and serves as the instructor for this bullying prevention model. Ann White, Director of Guidance Services at the SC Department of Education, assisted and hosted the discussions.
- The SC<sup>2</sup> model was piloted at Geiger Elementary School in Fairfield County. Their participation was key to the production of the video series. School Administrators and School Board Members supported the implementation of the model. The Guidance Counselor and two fourth-grade teachers at Geiger worked with their students to pilot SC<sup>2</sup>. In the last program of the series, these professionals provide insight and talk about how using SC<sup>2</sup> worked.
- The SC<sup>2</sup> video programs may be accessed by broadcast from the ITV schedule and online in StreamlineSC. Ask your media specialist or local DELC about the broadcast schedule and/or how to access online under title. (Total duration of all seven lessons is @ 2 hours and 15 minutes.)
- The online packet of information is essential to participating in the model and utilizing it effectively. Access it online from the ITV Web site at **[www.itv.myetv.org/bullying](http://www.itv.myetv.org/bullying)**. (Approximately 26 pages.)

### **Three Levels in SC<sup>2</sup>:**

- **Level 1 Empathy**  
A group lesson for the entire class on kindness, empathy, self-control, and school behavior.
- **Level 2 Mediation**  
Training for the student leaders using peer mediation.
- **Level 3 Self Monitoring – Self Control**  
One-on-one self-control folders for students identified as needing more intensive feedback.

## **Seven Video Programs in SC<sup>2</sup>:**

### **Program One: Introduction to SC<sup>2</sup>** (17:03 in duration)

Ann White, Director of Guidance Services at the South Carolina Department of Education, provides information on why this bullying resource is needed and with Dr. Sue Smith-Rex discusses the Safe School Climate Act. Dr. Rex talks about how this resource was developed and gives an overview of the content.

### **Program Two: Level 1 – Empathy Group Lesson, Part 1** (24:07 in duration)

Dr. Sue Smith-Rex provides information on the accountability tools to be used with the model and describes Steps 1 – 5 of the Group Empathy Lesson to the entire class. She demonstrates Steps 1 – 5 with the fourth-grade class at Geiger Elementary. Seeing how the lesson is taught with students provides a model for teachers to follow. Teachers need to display bullying terms and Childish/Mature chart as well as access a copy of the online video “Don’t Laugh At Me.”

### **Program Three: Level 1 – Empathy Group Lesson, Part 2** (8:11 in duration)

Dr. Sue Smith-Rex continues with Steps 6 – 10 of the Group Empathy Lesson and this is demonstrated with the Geiger Elementary students. Teachers need to learn simple signing and cueing demonstrated in this program and taught specifically in the next lesson to effectively provide Steps 6 and 7.

### **Program Four: Signing and Cueing Instructions** (8:49 in duration)

In this program, Dr. Smith-Rex demonstrates the signs of the alphabet and cueing signs that can be used in the classroom to help with classroom management. This program teaches all signs and cues used in the model and can be used as a teaching tool to help students learn them also.

### **Program Five: Level 2 – Peer Mediators** (12:52 in duration)

Dr. Sue Smith-Rex reiterates how peer mediators are selected and demonstrates how the guidance counselor trains the peer mediators using the “Seven Skills of Peer Mediators” list. Peer Mediators practice scenarios in which they might be effective.

### **Program Six: Level 3 – Self Monitoring and Self Control** (25:06 in duration)

In this program, Dr. Sue Smith-Rex works in the role of the guidance counselor with the selected students who use the folder system. Use of the “Front Burner – Back Burner,” “Monitoring Chart” and “Personal Remote Control” are demonstrated with Geiger students participating in these activities. In addition, we see the Geiger teachers working with a student on the self-monitoring folder and using cueing signs in the classroom.

### **Program Seven: SC<sup>2</sup> Pilot Program** (31:13 in duration)

The final program provides insight from Fairfield County school administrators and a school board member about the need for this type of bullying prevention model and why they participated in the pilot program. A participating teacher and the guidance counselor from Geiger Elementary give information on the implementation of the model with their fourth-grade classes and talk about the results with Dr. Sue Smith-Rex and Ann White.

This professional development resource is FREE for SC schools to access and use. It is recommended that schools plan an in-service workshop using the SC<sup>2</sup> video programs to train teachers and prepare materials for the model to be implemented effectively.

If credit for participation is wanted, ITV offers this course for recertification credit.

For information on the recertification course and schedule, go to the ITV Web site and click on “Teacher Recertification Courses” or contact Bonnie McMurray in ITV at [mcmurray@scetv.org](mailto:mcmurray@scetv.org) or call 1-877-885-5272 toll free or 737-3350 locally.

# **Educators' Assignments for SC<sup>2</sup>**

In the video series, SC<sup>2</sup>, you will see Dr. Sue Smith-Rex teaching in the roles of both the classroom teacher and the school counselor. However, it is recommended that the teacher and counselor divide the responsibilities according to the assignment list below. The Media Specialist and Principal should also be involved.

## **School Counselor**

1. Complete the two accountability tools listed on pages 19-21 for the school.
2. Work with the media specialist to download in-service materials and set up the actual in-service for faculty.
3. Take the lead in directing *Level/ 2* training for Peer Mediators.
4. Send home the parent permission letters for the Peer Mediators on page 11.
5. Assemble the Peer Mediator badges.
6. Set up the folder system for selected students in *Level/ 3* and introduce to these students the handouts on pages 15-18.
7. Assist teachers in selecting rewards for students successful in *Level 2 and 3*.
8. Provide consistent feedback to Peer Mediators and *Level 3* students.

## **Teacher**

1. Teach the @ 50-minute Group Empathy lesson on page 3.
2. Provide consistent feedback to Peer Mediators.
3. Use sign language/cueing on a regular basis as part of the class discipline plan.
4. Fill in *Level/ 3* students' folders twice a day on a consistent basis.

## **Media Specialist**

1. Access through ITV the block feed of the SC<sup>2</sup> seven broadcast programs or download them from StreamlineSC.
2. Download the SC<sup>2</sup> support packets from ITV Website at **[www.itv.myetv.org](http://www.itv.myetv.org)**. (MUST have packets when viewing programs to understand/utilize effectively.)
3. Order the FREE video "Don't Laugh At Me" listed on page 3.
4. Pull together library books on bullying, which the teachers may want to use.
5. Make "Childish/Mature" charts for the teachers' rooms using page 5.

## **Principal**

1. Work with the counselor to set up the teacher in-service day to view programs, utilizing online support packet.
2. Share with the faculty, parents, bus drivers, and school board members the results of the accountability tools.
3. Consider the seven additional suggestions listed at the bottom of page 2.
4. Provide consistent feedback to the students at *Level 2 and 3*.

# Bully Facts to Consider

1 in 3 students is either a victim or a bully.

Victims tend to be easy targets. (lack assertiveness, small, overweight, disabled, poor eye contact, soft voice, shy, cry, etc.)

Victims tend to miss school. 15% of all school absenteeism is because of bullying.

Victims tend to have grades which are slipping, depression, display possible retaliation or even suicide.

60% of the children identified in 2<sup>nd</sup> grade, as displaying consistent bullying behavior, have at least one felony by age 24.

Bullying can be identified early. That is why districts must work hard to identify students early and redirect their behavior.

Bullying is at its peak in middle school.

By high school, 1 in 4 students list bullying as their main fear.

There is a national campaign "Take a Stand, Lend a Hand -- Stop Bullying Now." Download activities, CD's, and posters at **[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)**

As of January 2007, South Carolina has legislation which requires all schools to implement a more comprehensive school bully program. The Safe School Climate Act will mean bullying will be treated roughly the same in all of our South Carolina's schools.

This anti-bullying law now directs schools to track intimidation or incidents where students inflict emotional pain on another student. It also includes cyber bullying, which is electronic harassment.

The Safe School Climate Act, which went into effect in January of 2007, defines bullying as a gesture, electronic communication, or a written, verbal, physical or sexual act that will:

1. harm a student physically or emotionally;
2. damage a student's property;
3. place a student in fear of personal harm or property damage;
4. or insult a student or group of students causing substantial disruption in school operation.

How are bullies punished?

1. Warning
2. Temporary removal from the classroom
3. Loss of privileges
4. Detention
5. In-school suspension
6. Out-of-school suspension
7. Referral to law enforcement
8. Expulsion

Schools could consider:

1. an anonymous reporting system (1-800 #);
2. faculty and staff consistently visit the school "hot spots";
3. a "put down" policy in each school;
4. inclusion activities for new students;
5. knowing all students by name;
6. ongoing school lessons on bullying;
7. educating school boards, bus drivers, parents, and the faith community regarding the legislation and school efforts.

# Level 1 – Empathy

One approach that can work effectively to address bullying in our schools is a tri-level system that gives all students the opportunity to help make their school a comfortable and inviting place for everyone.

For Level 1, all students participate in a fifty-minute class lesson to raise the students' awareness about what bullying is and to develop empathy for other students' feelings and rights.

## **Empathy Lesson:**

1. Introduction/Personalization – Why is the topic of bullying important? Inform students, at their level of understanding, about the new S.C. legislation and share, if appropriate, some of the statistics.
2. Display and discuss the terms which follow.
3. Display pictures, posters, or books which depict the types of bullying.
4. Display the flow-chart “Childish or Mature” which follows. Ask the students to mentally memorize the chart and think about what it means. Emphasize that this behavior decision is up to each person.
5. View the video “Don’t Laugh at me”. A free copy can be ordered from the following website: **[www.dontlaugh.org/curricula](http://www.dontlaugh.org/curricula)**. The words to the song follow. Make an overlay and sing along!
6. Teach the signing alphabet in clusters of five letters at a time.
7. Teach the cueing signs that hopefully will hold down noise levels.
8. Distribute slips of paper (secret ballots) to all of the students in the class. Ask the students to write on their ballot the name of one boy and one girl who demonstrates fairness and good leadership skills on a regular basis.
9. Count the votes. The two boys and two girls with the most votes will be considered the class peer mediators for their class. There will be four peer mediators per class trained for level 2 of the program.
10. Wrap-Up! Stress the importance of respecting everyone and appreciating student differences. This is a sign of a mature person!



# Terms

**Abuse** – is when you treat someone in a hurtful way. Abuse can be physical, mental, or emotional. (Examples would be pushing, name calling, spreading rumors through the internet, and purposely excluding students in school events.)

**Bullying** – is a series of negative actions, over a period of time, when students are unequally matched. (size, age, number of people, disability, negative use of the internet)

**Victim** – is a person who is hurt or injured.

**Stooge** – is a person who follows a bully and does what he or she is told, even if it is wrong.

**Bystander** – is a person who watches a hurtful event take place and does nothing to stop it from happening again.

**Peer mediator** – is a student who has been selected to encourage classmates to talk out their problems in a quiet, respectful way.

**Support system** – are people you know that you can turn to for help and advice.

# CHILDISH OR MATURE



Self-Control



Respect



Success!!!

# **Don't Laugh At Me**

Written by Allen Shamblin and Steve Seskin

Sung by Mark Wills

I'm a little boy with glasses.  
The one they call "the geek."  
A little girl who never smiles,  
Cause I've got braces on my teeth.  
And I know how it feels  
To cry myself to sleep.

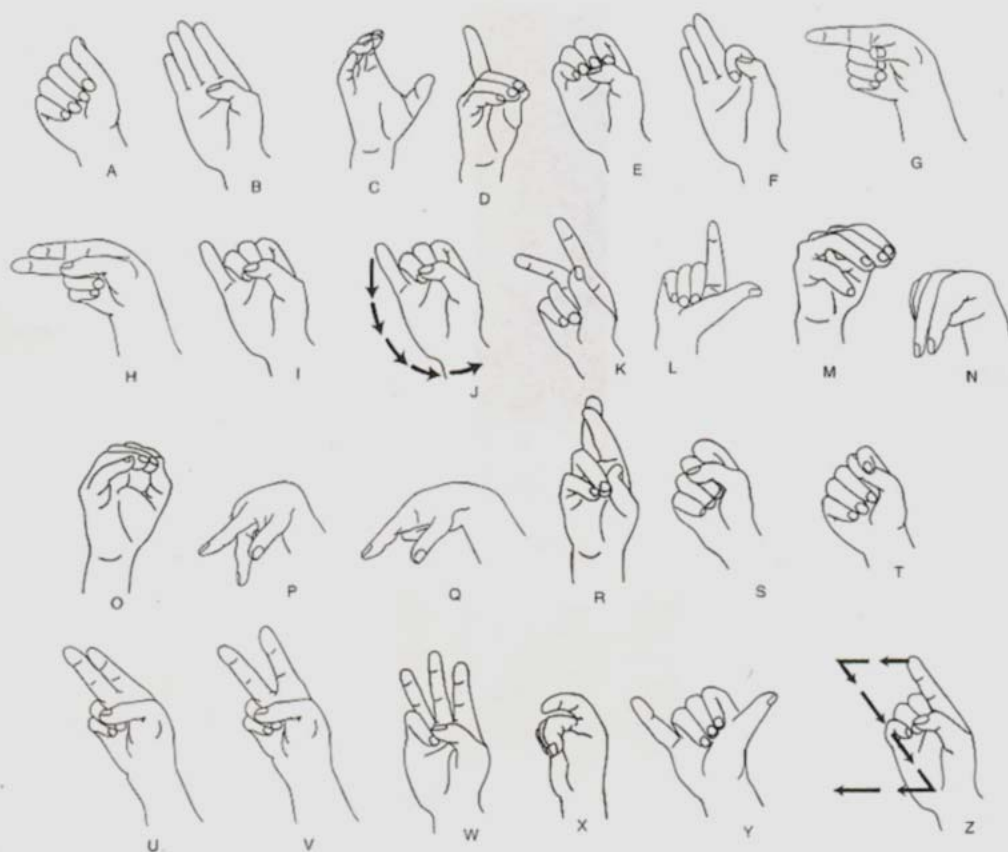
I'm that kid on every playground,  
Who's always chosen last.  
A single teenage mother,  
Tryin' to overcome my past.  
You don't have to be my friend,  
But is it too much to ask?

Chorus:  
Don't laugh at me.  
Don't call me names.  
Don't get your pleasure from my pain.  
In God's eyes, we're all the same.  
Someday we'll all have perfect wings.  
Don't laugh at me.

I'm the beggar on the corner.  
You've passed me on the street.  
And I wouldn't be out there beggin,  
If I had enough to eat.  
And don't think I don't notice,  
That our eyes never meet.

Chorus:  
I'm fat, I'm thin, I'm short, I'm tall, I'm deaf, I'm blind,  
Hey, aren't we all?

## Alphabet



## The Cueing Strategy

Staying focused and being able to use time wisely are important behaviors. Sometimes the use of hand signals between student and teacher can assist attention deficit students in developing and improving in these behaviors. Students' names do not need to be spoken for others to hear, and there is something very special about one-to-one communication. It can be motivating, soothing, and fun.

Teach your students the following signs and use them regularly.



**Come:** With your index fingers out, roll out hands towards your body.



**Yes:** Move your fist up and down in front of you.



**Quiet:** Begin with your finger on your lips. Move hand down and away from the mouth.



**Good:** Place the tips of your fingers of your right hand on your chin and move your hand out to meet your left palm.



**No:** Bring your index and middle finger together in one motion to your thumb.



**Stop:** Chop your right hand into the palm of your left.



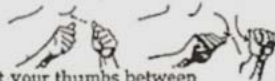
**Sit Down:** Both open hands are held palms down and fingers pointing forward. Move hands down a short distance.



**Help:** Close the left hand in fist. Lift the left hand with an open right hand.



**Work:** Both hands are made into fists. The right hand strikes the top of the left hand several times.



**Try:** Put your thumbs between your index and middle fingers. In a circular motion, touch your chest and push out.



**Look:** Point to your eyes, then twist your hand and point in the desired direction.



**Line Up:** Face palms of hands together. Move hands apart, right hand toward the chest and left outward.

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## **Level 2 – Mediation**

The four peer mediators from each class will participate in a fifty-minute lesson to prepare them for becoming a class mediator. An outline of this lesson follows. It is best to work with one grade level at a time. A sample parent letter follows to request permission. (Mediation is not used if bullying has already occurred. Don't force a victim to negotiate with a bully.) Give weekly feedback to the students!

### **Peer Mediator Training**

1. Distribute Peer Mediator nametags and congratulate each student on being selected by their peers for this honor.
2. Provide each mediator with the one page handout, "A Peer Mediator."
3. Do some role-playing of situations that might occur in school that the peer mediators could assist with, in solving everyday conflicts. Emphasize the following points:
  - a. Treat each other with respect at all times. You are not the boss!
  - b. Your role is to encourage classmates to respectfully talk out disagreements.
  - c. Never try to stop a physical fight. Go get your teacher or other adult.
  - d. If classmates can resolve a problem, then the peer mediator does not need to go to the teacher of the students involved.
4. The basic questions and statements to use in the role-playing situations include:
  - a. "It looks like you might be having a disagreement."
  - b. "Tell each other quietly why you are upset." Each student is guided to take their turn, while the mediator listens without interruption.
  - c. The mediator asks the question: "Can you both work this out?" If both students agree, then the issue is over and is not to be discussed further. If either student says "No", the mediator describes the issue to the teacher, who will do the necessary follow-up. Research supports the fact that many issues can be resolved by the students, and these are life skills which will hopefully be applied throughout their adult life.
5. Ask the mediators to wear their badges each day and treat their election as an honor and a responsibility.

## **A Peer Mediator**

### **IS**

A team player

A helping individual

A person you can trust

A person who is fair

A dependable person

### **IS NOT**

A police officer

A judge

A person who gives orders

A person who gossips

A person who lacks trust

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## **Active Listening Skills**

1. Put yourself in the other person's place and try to understand what he or she is saying and feeling.
2. Show understanding through nonverbal behaviors such as:
  - a. friendly facial expressions
  - b. nodding head
  - c. good eye contact
  - d. straight posture
3. Do not interrupt, give suggestions, or bring up problems from your own experience.
4. Agree to come up with ways to solve the problem before getting an adult involved.
5. Do not discuss the situation with friends after you leave.

Date:

Dear Parents,

(Name of school) is a school committed to maintaining a comfortable working environment everyday, for all students, teachers, and staff. Treating each other with respect is a high priority, which takes effort on everyone's part.

In each 4<sup>th</sup> grade classroom during the month of March, a lesson on developing empathy (understanding feelings) has been presented. At the end of the lesson, the students, by secret ballot, selected classmates from their class who they believe demonstrate fairness, kindness, and good leadership skills. Your son or daughter was selected as having these admirable qualities. This is quite an honor!

The four students from each class who were selected are being asked to serve as peer mediators. Peer mediators are asked to help classmates, whenever possible, to talk out disagreements and not allow bad feelings to grow. They are always instructed to not get involved when there is physical fighting or when they feel uncomfortable getting involved. Peer mediators will practice role-playing simple dialogue with their teachers or counselor, in order to encourage classmates to talk out their frustrations in a peaceful, respectful manner.

We require a parent's signature, giving permission for your child to participate in this program. If you have any questions, please don't hesitate to call. Thank you for raising such a fine, young citizen. Hopefully this experience will be a rewarding one.

Sincerely,

Phone #

I give permission for my son/daughter \_\_\_\_\_  
to serve as a peer mediator at (name of school.)

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_



## **Level 3 – Self Monitoring = Self Control**

An important component of happiness is feeling as if you have an acceptable level of control within your life. Much in life is a matter of perspective. A person can view something as good or bad, a success or a failure, a roadblock or a challenge. How students decide to look at the options and opportunities that present themselves throughout their lives can bring greater appreciation, hope, peace, motivation, and happiness. In other words, happiness is a state that can be nurtured.

The third level of this program is to help all students have a personal checklist of behaviors, whether they are academic or behavioral, that can be achieved through awareness, self-monitoring, and self-control.

The following sheets are examples of ways to help get students involved in identifying behaviors, which need to be improved upon, and strategies to monitor one's success.

1. Review the earlier handout "Childish or Mature".
2. "Front Burner – Back Burner"

This worksheet is used the following way: Ask students to list on a sheet of paper all of the things in their life that they wish could be different. Next, list on the back burner those items from the list that really can't be changed by a person, no matter how much a person worries or prays about these problems. List on the front burner those items from the list that can be changed by a person, if one concentrates on the situation and works hard to improve the problem. This activity helps students to not feel so "overwhelmed" by problems and distractions. It allows the student to focus on fewer issues and gives a person a feeling of more control.

### 3. Self-Monitoring Behavior

This sheet gives examples of self-monitoring cards, which are visual reminders of short-term personal goals. Educators or parents can help children select goals and post them in locations where children can ask themselves throughout the day whether or not they are consciously working on strengthening these agreed upon skills.

### 4. Self-Monitoring Chart

The teacher selects a few students who may need a more intensive self-monitoring tool. This chart may be helpful for students who may need to evaluate themselves, and be evaluated, every couple of hours.

- a. Distribute to each selected student a folder with the six-week self-monitoring form taped inside. (attached)
- b. The classroom teacher has an identical folder.
- c. At the end of the morning activities and again at the end of the school day, the student approaches the teacher for feedback on his/her display of self-control during the A.M. or P.M. period. The teacher can award one point for each session of appropriate behavior. If the teacher gives the point credit, the student puts a point in his/her folder. It is possible to earn 2 points per day, 10 points per week, and therefore, 60 points per six-week period.
- d. Those students who have a minimum of 45 points will receive a reward at the end of the six-week period. New folders are then distributed for the next six weeks, if the chart is still needed and has been effective.

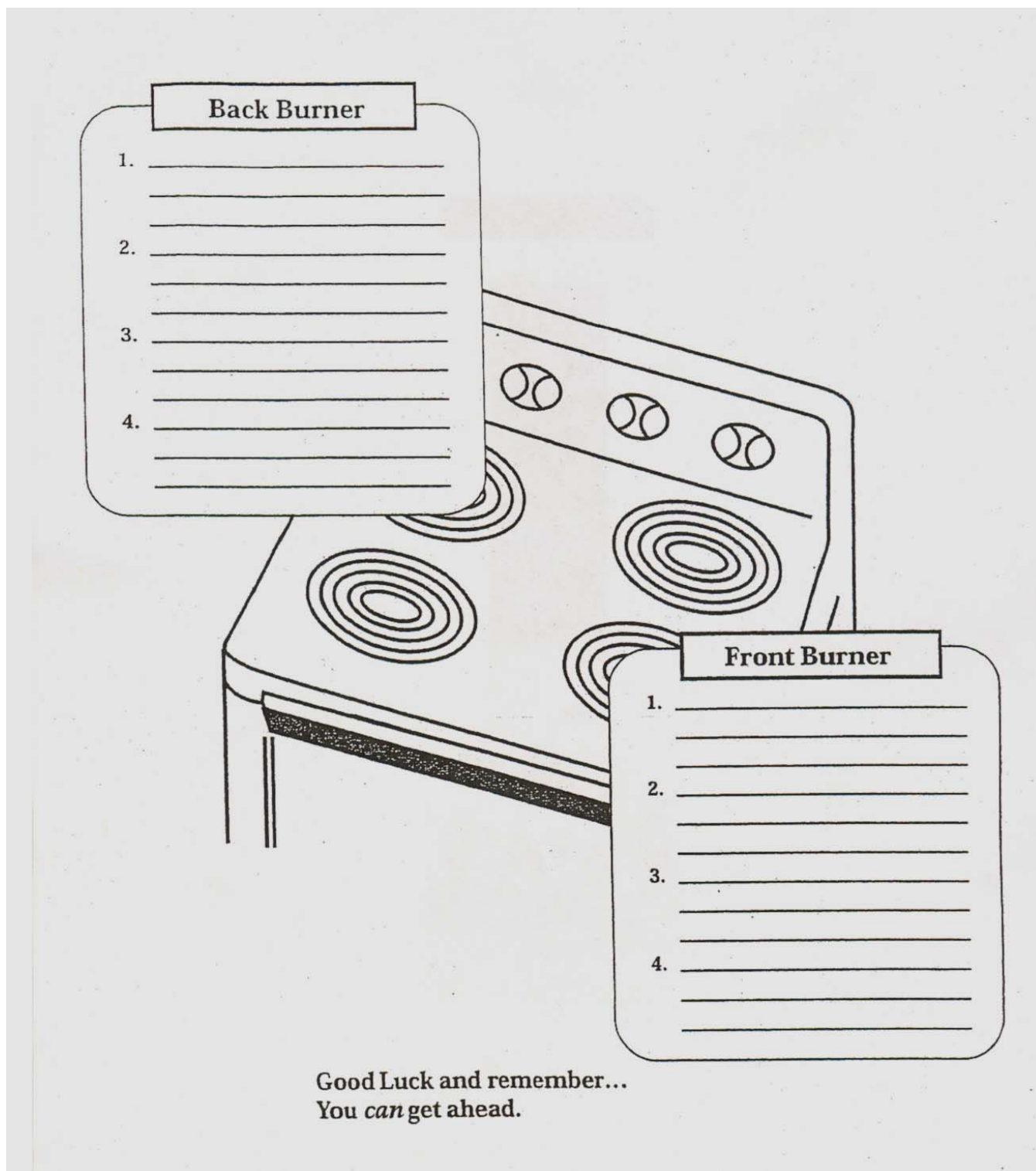
### 5. Use the handout – Personal remote control

We all make choices and are, therefore responsible for the outcomes. It is important to remember that each of us can make better choices by considering the consequences before making our decisions. Introduce the personal remote control to your students. Go over the functions and choices on the remote control.

## 6. Predictable – Positive Discipline

Disorder in the classroom threatens American education. Teachers and parents need to shift their thinking from control to cooperation and from intimidation to encouragement. Keep in mind the following major points:

- a. Classroom rules should always be carefully explained to students and parents. Clearly post the rules and use the rules consistently, quickly, and fairly.
- b. Adults should use a calm approach by avoiding too much emotion or discussion. Use cueing signs!!
- c. Adults need to make a positive “connection” with each student. It is most important, even when angry or frustrated, to avoid sarcasm and ridicule.



# Self-Monitoring Behavior

One useful tool, called self-monitoring, can help you take responsibility for improving behaviors. A self-monitoring card is a visual reminder of the short-term goals you are working on. Below are several examples and some blank cards for you to copy, fill in, and use at school or at home. Once the card is filled in, place it in spots where you will read it often so you can consistently monitor your own behavior. (For example; place your card inside your notebook or on your bathroom mirror.)

Don't forget to:

- Think positively about myself.
- Think positively about others.
- Smile often!
- Thank people who try.
- Always do my best.

Don't forget to:

- Be hopeful about life.
- Choose positive friends.
- Have a sense of humor.
- Praise others often!
- Give unexpectedly.

Don't forget to:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Don't forget to:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

for \_\_\_\_\_

for

WEEK 1

Date		Date	Date	Date	Date
	am	pm	am	pm	am

WEEK 2

Date		Date	Date	Date	Date	Date
am	pm	am	pm	am	pm	am
						pm

WEEK 3

Date		Date		Date		Date		Date	
am	pm	am	pm	am	pm	am	pm	am	pm

WEEK 4

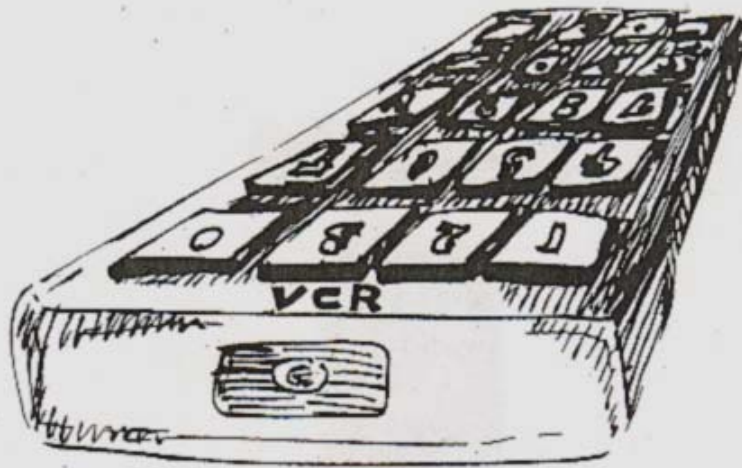
Date	Date	Date	Date	Date	Date
am	pm	am	pm	am	pm

WEEK 5

Date		Date		Date		Date		Date	
am	pm	am	pm	am	pm	am	pm	am	pm

WEEK 6

Date	Date	Date	Date	Date	Date	Date
am	pm	am	pm	am	pm	am
						pm



**This is your personal remote control.**

- Changer** Remember you can change your mind if you know something doesn't seem right.
- Pause** Stop and think before you decide.
- Menu** Evaluate all options before making your choice.
- Fast Forward** In your mind, fast forward to what the consequences of your decision might be.
- Rewind** Play back in your mind some decisions that didn't work out as a reminder not to make the same mistake.
- Slow Motion** Remember it's okay to take your time in making important decisions.
- Power** If it would not be a good decision, *zap it!*
- Play** Enjoy the benefits of your good decision.

# Pre/Post Questionnaire

## Part I: Circle the word you choose.

1. Which term describes someone who hurts another person's feelings or body? Victim or Bully
2. If you often make fun of your classmates, are you:  
Childish or Mature
3. A person who is injured, made fun of, or ignored is called a:  
Victim or Bully
4. Which type of bullying bothers you the most?  
Punching Being ignored Spreading rumors

## Part II: Circle yes or no.

- |   |        |
|---|--------|
| 5. Have you ever been a victim of someone bullying you?   | Yes No |
| 6. If you've been a victim, did you tell your teacher?  | Yes No |
| 7. If you've been a victim, did you tell your parents?  | Yes No |
| 8. Have you ever injured or made fun of someone?  | Yes No |
| 9. If you hurt someone, did it make you feel sad?   | Yes No |
| 11. Do you think your classmates should be allowed to make fun of each other?                             | Yes No |
| 11. Do you think it is important to have self-control?  | Yes No |
| 12. Do you think bullying is a problem in your school?  | Yes No |
| 13. Do you think teachers at your school do a good job watching over students' behavior during free time? | Yes No |
| 14. Do you think students at your school do a good job helping each other feel good about themselves?     | Yes No |
| 15. If bullying could be stopped at your school, would you like school better?                            | Yes No |



(Circle the word pre or post)

Date: \_\_\_\_\_

## Pre/Post Questionnaire Results

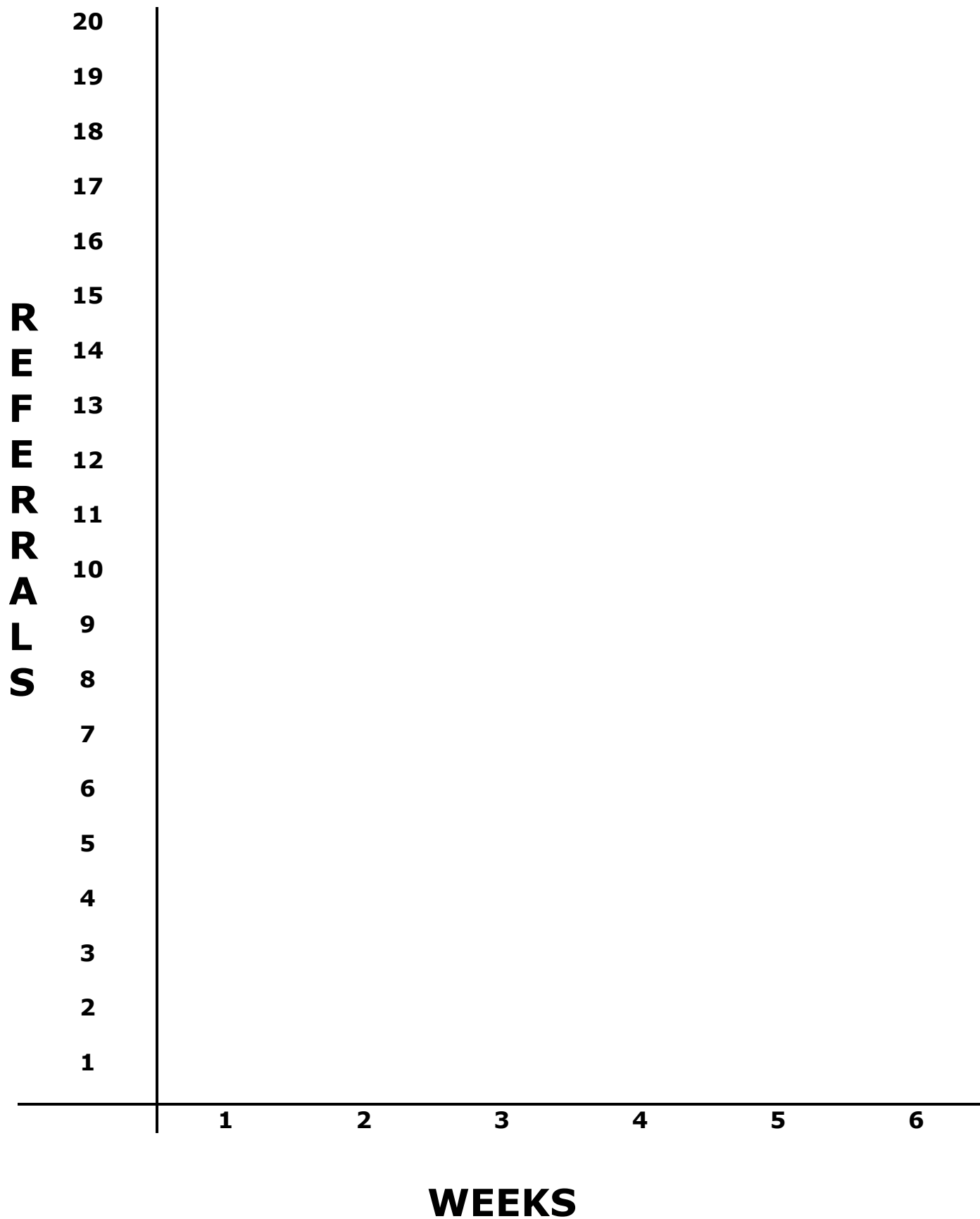
Total number of students in the class: \_\_\_\_\_ Grade: \_\_\_\_\_

### Part I: Write the number of students who chose each answer:

1. Victim \_\_\_\_\_ Bully \_\_\_\_\_
2. Childish \_\_\_\_\_ Mature \_\_\_\_\_
3. Victim \_\_\_\_\_ Bully \_\_\_\_\_
4. Punching \_\_\_\_\_ Being ignored \_\_\_\_\_ Spreading rumors \_\_\_\_\_

### Part II: Write the number of students who responded each way.

5. Yes \_\_\_\_\_ No \_\_\_\_\_
6. Yes \_\_\_\_\_ No \_\_\_\_\_
7. Yes \_\_\_\_\_ No \_\_\_\_\_
8. Yes \_\_\_\_\_ No \_\_\_\_\_
9. Yes \_\_\_\_\_ No \_\_\_\_\_
10. Yes \_\_\_\_\_ No \_\_\_\_\_
11. Yes \_\_\_\_\_ No \_\_\_\_\_
12. Yes \_\_\_\_\_ No \_\_\_\_\_
13. Yes \_\_\_\_\_ No \_\_\_\_\_
14. Yes \_\_\_\_\_ No \_\_\_\_\_
15. Yes \_\_\_\_\_ No \_\_\_\_\_



**PEER MEDIATOR**

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